DOCUMENT RESUME

ED 294 147 CS 009 131

TITLE Essential Skills: Reading.
INSTITUTION Kentucky State Dept. of Education, Frankfort.
PUB DATE Jul 84
NOTE 31p.; For a companion activities guide, see CS 009 132.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Basic Skills; *Course Objectives; *Educational Objectives; Elementary Secondary Education; Public Schools; *Reading Achievement; Reading Diagnosis; *Reading Skills; Skill Development
IDENTIFIERS Dolch Basic Sight Vocabulary; Kentucky

ABSTRACT

This document lists skills in the area of reading considered essential for pupils in Kentucky to progress to the next higher level of achievement. The skills are listed according to grade, and grades 1 through 12 are covered. The skills are described in terms of behavioral objectives. Students at the lower levels are expected to be able to perform such tasks as recognizing at least 80% of the Dolch Basic Sight Word List or recalling explicitly stated main ideas from passages read aloud to them, while students at upper levels must demonstrate their reading ability through identifying an author's purpose, detecting a bias, or similar tasks. A list of educational consultants and their addresses is attached. (ARH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED294147

# ESSENTIAL SKILLS

## Reading

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. D Ellis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

**Kentucky Department of Education**
**Alice McDonald, Superintendent of Public Instruction**
**July, 1984**

CS005131

BEST COPY AVAILABLE

## FOREWORD

The 1984 Kentucky General Assembly enacted legislation calling for the teaching and testing of essential skills in reading, writing, spelling, mathematics and library/research/reference skills in every grade in Kentucky. To define those skills considered essential for pupils to progress to the next higher level of achievement, educators from every district in the Commonwealth worked together to develop the skills lists. Student mastery will be tested in the spring of 1985 and for every year thereafter. At a later date, skills lists for spelling, writing and library usage will be delivered to you. Those skills will not be tested for the first time until the spring of 1986.

It must be emphasized that the essential skills defined in this manual do not replace any curriculum in any school district in the state. Every curriculum should *include* these skills and should, in addition, include additional skills considered necessary for the development of an educated individual.

The Department and I wish to thank all those educators who gave their time and talent to this very important task. Their dedication was an inspiration to us, and their work is a significant contribution to Kentucky.

Alice McDonald
Superintendent of Public Instruction

## ACKNOWLEDGMENT

On behalf of the Office of Instruction I want to express our appreciation to those who have given their time and talents to the development of this document. The staff of the Division of Program Development provided excellent guidance and direction in the development of these essential skills. The Office of Research and Planning provided expert assistance in the coordination of the skills identification and development and in the area of general skills assessment.

The contributions and recommendations of educators and lay-citizens who participated in the nine regional forums will significantly help us improve the instructional programs in the schools in the Commonwealth. The academic foundation which these essential skills represent will serve us well as we move toward excellence. Special thanks are due the university consultants who reviewed the skills lists prior to the forums.

We are especially grateful to the supervisors and reading teachers who finalized the skills for approval by the State Board of Education. The following individuals are to be commended: Marlene Helm, Elementary Supervisor, Scott County; Ruby Hobbs, Supervisor of Instruction, Carlisle County; Dottie Houser, Teacher, Mason County; Steve Hutton, Remedial Reading Specialist, Ft. Thomas Independent; Judy Minnehan, Director of Curriculum and Instruction, Oldham County; Mike Morrissey, Assistant Superintendent for Instruction, Fort Knox Dependent; Pat Nickell, Teacher, Fayette County; Janice G. Stewart, Instructional Supervisor, Bullitt County; and Kay Vincent, Teacher, Scott County.

James Fouche', Associate Superintendent
Office of Instruction

# ESSENTIAL SKILLS
## READING

### *PREFACE*

Essential skills are defined as skills necessary to be mastered at each grade level. While numerous skills contribute to the reading process, only essential skills are listed. This list is not intended as a curricular scope and sequence nor are the skills to be considered only minimum or basic skills.

The purpose of the essential skills list is to assess grade level mastery and is not intended to measure the instructional level of students. Once a skill is tested for mastery, it is subject to retesting at subsequent grade levels. Therefore, this implies that all teachers K-12, regardless of grade or curricular areas, are responsible for the teaching of the essential reading skills.

# ESSENTIAL SKILLS
## READING

### *DEFINITIONS*

***Essential skills***—at each grade level, essential skills are those that should be mastered to insure a sufficient academic base for success at the subsequent level.

***Explicit***—specifically stated; literally stated in print.

***Infer***—to draw a logical conclusion; to deduce.

***Inference***—the act or process of inferring.

***Implicit***—implied; understood yet not specifically stated in print.

***Plot***—names of main characters; the problem(s) faced by the characters; what the characters did to solve the problem(s).

***Stories***—passages appropriate to the academic level and background knowledge of the students.

# ESSENTIAL SKILLS
## READING

### *KINDERGARTEN*

**The student will:**

R00001 Recall (Recognize) the basic plot and supporting details from stories (kindergarten level) read aloud to the student.

R00002 Follow simple one and two-step oral directions.

R00003 Supply (Recognize) a logical word to complete sentences presented orally.

R00004 Distinguish between real and imaginary events in stories (kindergarten level) read to the student.

R00005 Demonstrate proper book orientation: *

—Left to right eye movement
—Right side up
—Front to back
—Top to bottom

R00006 Distinguish a "word" from other distractors. (e.g., Look at these items. Put an X on the "word.")

R00007 Comprehend (Identify) place and direction words when represented in pictures (e.g., up, down, over, under, inside, outside, near, far).

R00008 Comprehend (Identify) comparisons when represented in pictures (e.g., Mark the dog that is bigger; mark the girl who is taller).

R00009 Classify objects and pictures into categories.

R00010 Select the picture which best matches a given sentence.

R00011 Recognize differences in words. (e.g., Listen as I say two words, and tell me if they are the same: top, toy...[calls for yes/no response]).

** Required but not part of multiple-choice format*

Note: *Verbs in parentheses indicate approach which will be used for testing purposes.*

# ESSENTIAL SKILLS
## READING

### *GRADE 1*

**The student will:**

R01001 Recall (Identify) explicitly stated main ideas from passages (at grade level) read aloud to the student.

R01002 Recall (Identify) explicitly stated supporting details from passages (at grade level) read aloud to the student.

R01003 Follow directions from grade level material read aloud to the student.

R01004 Follow directions from grade level material read silently by the student.

R01005 Using context supply (select) the correct word missing from a sentence read aloud to the student.

R01006 Use context to supply (select) a missing word in a sentence or paragraph (at grade level) read silently by the student.

R01007 Retell, in his/her own words, a story read aloud. *

R01008 Distinguish between real and imaginary events in grade level stories read aloud to the student.

R01009 Recognize the letters of the alphabet (upper and lower case).

R01010 Supply (Identify) the letter name that represents the consonant sound heard in words in the initial and final positions.

R01011 Supply (Select) a word that rhymes with another word (one syllable).

R01012 Identify the two parts of a familiar compound word (e.g., snowman, hotdog).

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

## READING
### *Grade 1, continued*

R01013 Recognize at least 80% of the Dolch Basic Sight Word List identified for mastery by the end of Grade 1: *

a, and, away, I, in, little, run, said, see, the, big, blue, can, come, is, it, jump, look, three, to, down, find, for, make, me, my, two, up, we, where, funny, go, help, here, not, one, play, red, yellow, you, all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, with, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, she, so, soon, say, that, there, they, this, too, under, want, was, well, went, what, white, who, will, after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when

* *Required but not part of multiple-choice format*

## ESSENTIAL SKILLS
### READING

***GRADE 2***

**The student will:**

R02001 Recall (Identify) explicitly stated main ideas from passages (at grade level) read silently by the student.

R02002 Recall (Identify) explicitly stated supporting details from passages (at grade level) read silently by the student.

R02003 Follow directions from grade level material read silently by the student.

R02004 Use context to supply (select) a missing word in a sentence or paragraph read silently by the student (at grade level).

R02005 Retell in their own words, a story (at grade level) read silently by the student. *

R02006 Predict (Select) plausible outcomes from stories (at grade level) read silently by the student.

R02007 Select the appropriate meaning of a word when given in context.

R02008 Identify initial and final positions of consonant digraphs heard in orally presented word (e.g., Listen to the word I say: Mark the sound you hear in the word. Ship. Answer sheet to show: th sh wh ch).

R02009 Associate (Match) the correct sound with the following blends: br, cr, dr, fr, gr, pr, st, sm, sn, sw, bl, cl, fl, gl.

R02010 Recognize short vowel sounds in one-syllable words in the initial, medial, and final positions.

R02011 Recognize long vowel sounds in one-syllable words in the initial, medial, and final positions.

R02012 Identify base word in words containing affixes.

R02013 Select a category name for groups of pictures or objects.

R02014 Distinguish between real and imaginary events in written passages (at grade level) read silently by the student.

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

**READING**
***Grade 2, continued***

R02015 Number these pictures according to the sequence in which they occur.

R02016 Apply the appropriate phonic rules when decoding new words:

a. A vowel between two consonants is usually short: pin, cap, hot, big, bed.
b. A vowel followed by a consonant plus *e* is usually long: pine, date, dope, cute.

R02017 Identify at least 80% of the Dolch Basic Sight Word List identified for mastery by the end of Grade 2: *

a, and, away, I, in, little, run, said, see, the, big, blue, can, come, is, it, jump, look, three, to, down, find, for, make, me, my, two, up, we, where, funny, go, help, here, not, one, play, red, yellow, you, all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, with, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, she, so, soon, say, that, there, they, this, too, under, want, was, well, went, what, white, who, will, after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when, always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, on, pull, read, right, sing, sit, sleep, tell, their, these, those, up, as, use, very, wash, which, why, wish, work, would, write

** Required but not part of multiple-choice format*

# ESSENTIAL SKILLS
## READING

### *GRADE 3*

**The student will:**

R03001 Recall (Identify) the basic plot from stories (at grade level) read silently by the student.

R03002 Recall (Identify) explicitly stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

R03003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

R03004 Follow directions from grade level material read silently by the student.

R03005 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

R03006 Recognize the explicitly stated sequence of events in a written passage (at grade level).

R03007 Summarize (Identify a summary of) a written passage (at grade level).

R03008 Predict (Select) plausible outcomes from stories read silently by the student (at grade level).

R03009 Supply (Recognize) synonyms in context.

R03010 Match basic contractions with their two-word counterparts.

R03011 Recognize and read orally at least 90% of the Dolch Basic Sight Word List identified for mastery by the end of Grade 3. *

a, and, away, I, in, little, run, said, see, the, big, blue, can, come, is, it, jump, look, three, to, down, find, for, make, me, my, two, up, we, where, funny, go, help, here, not, one, play, red, yellow, you, all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, with, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, she, so, soon, say, that, there, they, this, too, under, want, was, well, went, what, white, who, will, after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let,

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

**READING**
***Grade 3, continued***

live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when, always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, on, pull, read, right, sing, sit, sleep, tell, their, these, those, up, as, use, very, wash, which, why, wish, work, would, write, about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm

** Required but not part of multiple-choice format*

# ESSENTIAL SKILLS
## READING

***GRADE 4***

**The student will:**

R04001 Recall (Identify) explicitly stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

R04002 Recall (Identify) implicitly stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

R04003 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

R04004 Follow directions in written material (at grade level).

R04005 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

R04006 Distinguish between facts and opinions.

R04007 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

R04008 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

R04009 Identify explicitly stated cause and effect in a written passage (at grade level).

R04010 Recognize the explicitly stated sequence of events in a written passage (at grade level).

R04011 Summarize (Identify a summary of) a written passage (at grade level).

R04012 Supply (Recognize) antonyms in context.

R04013 Predict (Select) plausible outcomes from stories read silently by the student (at grade level).

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

## ESSENTIAL SKILLS
### READING

***GRADE 5***

**The student will:**

R05001 Recall (Identify) explicitly stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

R05002 Recall (Identify) implicitly stated main ideas and supporting details from expository passages (at grade level) read silently by the student.

R05003 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

R05004 Follow directions in written material (at grade level).

R05005 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

R05006 Distinguish between facts and opinions.

R05007 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

R05008 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

R05009 Summarize (Identify a summary of) a written passage (at grade level).

R05010 Predict (Select) plausible outcomes from a written passage (at grade level).

R05011 Locate (Identify) verifying statements from a written passage to support a fact (at grade level).

R05012 Identify explicitly stated cause and effect in a written passage (at grade level).

R05013 Recognize the explicitly stated sequence of events in a written passage (at grade level).

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

## ESSENTIAL SKILLS
### READING

***GRADE 6***

**The student will:**

R06001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

R06002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

R06003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

R06004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

R06005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

R06006 Follow directions in written material (at grade level).

R06007 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

R06008 Distinguish between facts and opinions.

R06009 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

R06010 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

R06011 Summarize (Identify a summary of) a written passage (at grade level).

R06012 Predict (Identify) plausible outcomes from a written passage (at grade level).

R06013 Locate (Identify) verifying statements from a written passage to support a fact (at grade level).

R06014 Identify explicitly stated cause and effect in a written passage (at grade level).

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

**READING**
***Grade 6, continued***

R06015 Recognize the explicitly stated sequence of events in a written passage (at grade level).

R06016 Use context of written material (at grade level) in a passage to determine the meaning of an unfamiliar word.

R06017 Scan a written passage (at grade level) to obtain specific information.

## ESSENTIAL SKILLS
## READING

***GRADE 7***

**The student will:**

R07001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

R07002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

R07003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

R07004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

R07005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

R07006 Follow directions in written material (at grade level).

R07007 Use context to select a missing word (from a given list) in a sentence and/or paragraph read silently by the student.

R07008 Distinguish between facts and opinions.

R07009 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

R07010 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

R07011 Summarize (Identify a summary of) a written passage (at grade level).

R07012 Predict (Identify) plausible outcomes from a written passage (at grade level).

R07013 Locate (Identify) verifying statements from a written passage to support a fact (at grade level).

R07014 Identify explicitly stated cause and effect in a written passage (at grade level).

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

**READING**
***Grade 7, continued***

R07015 From the given effect identify the unstated cause.

R07016 From the given cause identify the unstated effect.

R07017 Recognize the explicitly stated sequence of events in a written passage (at grade level).

R07018 Use context of written material (at grade level) in a passage to determine the meaning of an unfamiliar word.

R07019 Identify meaning of simile and metaphor from a written passage (at grade level).

R07020 Scan a written passage (at grade level) to obtain specific information.

## ESSENTIAL SKILLS
## READING

***GRADE 8***

**The student will:**

R08001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

R08002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

R08003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

R08004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

R08005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

R08006 Follow directions in written material (at grade level).

R08007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

R08008 Distinguish between facts and opinions.

R08009 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

R08010 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

R08011 Summarize (Identify a summary of) a written passage (at grade level).

R08012 Predict (Identify) plausible outcomes from a written passage (at grade level).

R08013 Locate (Identify) verifying statements from a written passage to support a fact (at grade level).

R08014 Identify explicitly stated cause and effect in a written passage (at grade level).

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

**READING**
***Grade 8, continued***

R08015 Identify through inference a character's motives from a written passage (at grade level).

R08016 Identify through inference a character's traits from a written passage.

R08017 From the given effect identify the unstated cause.

R08018 From the given cause identify the unstated effect.

R08019 Recognize the explicitly stated sequence of events in a written passage (at grade level).

R08020 Use context of written material (at grade level) in a passage to determine the meaning of an unfamiliar word.

R08021 Scan a written passage (at grade level) to obtain specific information.

## ESSENTIAL SKILLS
## READING

***GRADE 9***

**The student will:**

R09001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

R09002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

R09003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

R09004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

R09005 Recall (Identity) basic plot from stories (at grade level) read silently by the student.

R09006 Follow directions in written material (at grade level).

R09007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

R09008 Distinguish between facts and opinions.

R09009 Recognize propaganda and persuasion within written grade level material.

R09010 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

R09011 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

R09012 Summarize (Identify a summary of) a written passage (at grade level).

R09013 Predict (Identify) plausible outcomes from a written passage (at grade level).

R09014 Locate (Identify) verifying facts from a written passage to support a statement.

R09015 Identify explicitly stated cause and effect in a written passage (at grade level).

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

**READING**
***Grade 9, continued***

R09016 Identify through inference a character's motives from a written passage (at grade level).

R09017 Identify through inference a character's traits from a written passage.

R09018 From the given effect identify the unstated cause.

R09019 From the given cause identify the unstated effect.

R09020 Identify author's purpose in a written passage (at grade level).

R09021 Identify the point of view that the author uses in writing a passage (at grade level).

R09022 Scan a written passage (at grade level) to obtain specific information.

R09023 Recognize the explicitly stated sequence of events in a written passage (at grade level).

R09024 Use context of written material in a passage (at grade level) to determine the meaning of an unfamiliar word.

# ESSENTIAL SKILLS
## READING

***GRADE 10***

**The student will:**

R10001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

R10002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

R10003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

R10004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

R10005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

R10006 Follow directions in written material (at grade level).

R10007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

R10008 Distinguish between facts and opinions.

R10009 Recognize propaganda and persuasion within written grade level material.

R10010 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

R10011 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

R10012 Summarize (Identify a summary of) a written passage (at grade level).

R10013 Predict (Identify) plausible outcomes from a written passage (at grade level).

R10014 Locate (Identify) verifying facts from a written passage to support a statement.

R10015 Identify explicitly stated cause and effect in a written passage (at grade level).

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

**READING**
***Grade 10, continued***

R10016 Identify through inference a character's motives from a written passage (at grade level).

R10017 Identify through inference a character's traits from a written passage.

R10018 From the given effect identify the unstated cause.

R10019 From the given cause identify the unstated effect.

R10020 Identify author's purpose in a written passage (at grade level).

R10021 Identify the point of view that the author uses in writing a passage (at grade level).

R10022 Detect bias in a written passage (at grade level).

R10023 Scan a written passage (at grade level) to obtain specific information.

R10024 Recognize the explicitly stated sequence of events in a written passage (at grade level).

R10025 Use context of written material in a passage (at grade level) to determine the meaning of an unfamiliar word.

## ESSENTIAL SKILLS
## READING

***GRADE 11***

**The student will:**

R11001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

R11002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

R11003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

R11004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

R11005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

R11006 Follow directions in written material (at grade level).

R11007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

R11008 Distinguish between facts and opinions.

R11009 Recognize propaganda and persuasion within written grade level material.

R11010 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

R11011 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

R11012 Summarize (Identify a summary of) a written passage (at grade level).

R11013 Predict (Identify) plausible outcomes from a written passage (at grade level).

R11014 Locate (Identify) verifying facts from a written passage to support a statement.

R11015 Identify explicitly stated cause and effect in a written passage (at grade level).

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

**READING**
***Grade 11, continued***

R11016 Identify through inference a character's motives from a written passage (at grade level).

R11017 Identify through inference a character's traits from a written passage.

R11018 From the given effect identify the unstated cause.

R11019 From the given cause identify the unstated effect.

R11020 Identify author's purpose in a written passage (at grade level).

R11021 Identify the point of view that the author uses in writing a passage (at grade level).

R11022 Detect bias in a written passage (at grade level).

R11023 Scan a written passage (at grade level) to obtain specific information.

R11024 Recognize the explicitly stated sequence of events in a written passage (at grade level).

R11025 Use context of written material in a passage (at grade level) to determine the meaning of an unfamiliar word.

# ESSENTIAL SKILLS
## READING

***GRADE 12***

**The student will:**

R12001 Recall (Identify) explicitly stated main ideas from expository passages (at grade level) read silently by the student.

R12002 Recall (Identify) explicitly stated supporting details from expository passages (at grade level) read silently by the student.

R12003 Recall (Identify) implicitly stated main ideas from expository passages (at grade level) read silently by the student.

R12004 Recall (Identify) implicitly stated supporting details from expository passages (at grade level) read silently by the student.

R12005 Recall (Identify) basic plot from stories (at grade level) read silently by the student.

R12006 Follow directions in written material (at grade level).

R12007 Use context to select a missing word (from a given list) in a sentence or paragraph read silently by the student.

R12008 Distinguish between facts and opinions.

R12009 Recognize propaganda and persuasion within written grade level material.

R12010 Recall (Identify) explicitly stated character traits from a written passage (at grade level).

R12011 Recall (Identify) explicitly stated character motives from a written passage (at grade level).

R12012 Summarize (Identify a summary of) a written passage (at grade level).

R12013 Predict (Identify) plausible outcomes from a written passage (at grade level).

R12014 Locate (Identify) verifying facts from a written passage to support a statement.

Note: *Verbs in parentheses indicate the approach which will be used for testing purposes.*

**READING**
***Grade 12, continued***

R12015 Identify explicitly stated cause and effect in a written passage (at grade level).

R12016 Identify through inference a character's motives from a written passage (at grade level).

R12017 Identify through inference a character's traits from a written passage.

R12018 From the given effect identify the unstated cause.

R12019 From the given cause identify the unstated effect.

R12020 Identify author's purpose in a written passage (at grade level).

R12021 Identify the point of view that the author uses in writing a passage (at grade level).

R12022 Detect bias in a written passage (at grade level).

R12023 Scan a written passage (at grade level) to obtain specific information.

R12024 Recognize the explicitly stated sequence of events in a written passage (at grade level).

R12025 Use context of written material in a passage (at grade level) to determine the meaning of an unfamiliar word.

## CONSULTANTS

### *Local District Representatives*

Marlene Helm
Elementary Supervisor
Scott County Schools, Box 561
Georgetown, Kentucky 40324
(502) 863-3663

Ruby Hobbs
Supervisor of Instruction
Carlisle County Schools
Bardwell, Kentucky 42023
(502) 628-5476

Dottie Houser, Teacher
Mason County Schools
386 Chenault
Maysville, Kentucky 41056
(606) 564-5563

Steve Hutton
Remedial Reading Specialist
Ft. Thomas Independent Schools
2356 Memorial
Ft. Thomas, Kentucky 41075
(606) 781-3333

Judy Minnehan, Director of
Curriculum and Instruction
Oldham County Schools, Box 207
LaGrange, Kentucky 40031
(502) 222-9469

Mike, Morrissey, Ed.D.
Assistant Superintendent for Instruction
Fort Knox Dependent Schools
Fort Knox, Kentucky 40121
(502) 624-5654

Pat Nickell, Teacher
Fayette County Schools
Cassidy Elementary School
Tates Creek Pike
Lexington, Kentucky 40502
(606) 266-5331

Janice G. Stewart, Instruction Supervisor
Bullitt County Schools
P.O. Box 99
Shepherdsville, Kentucky 40165
(502) 543-2271

Kay Vincent, Teacher
Scott County Schools, Box 561
Georgetown, Kentucky 40324
(502) 863-3663

### *University Review Committee*

Connie Bridge, Ph.D.
College of Education, Dickey Hall
University of Kentucky
Lexington, Kentucky 40506

Gerald Kulm, Ph.D.
College of Education, Dickey Hall
University of Kentucky
Lexington, Kentucky 40506

Peter Winograd, Ph.D.
College of Education, Dickey Hall
University of Kentucky
Lexington, Kentucky 40506

### *State Department of Education Staff*

Rebecca Brown
Associate Superintendent
Office of Research and Planning

Jacqueline M. Cantrell, Ph.D.
Director, Unit for Evaluation
Office of Research and Planning

Lynn Fluegge, Ph.D.
Director, Unit for Research
Office of Research and Planning

Debra Johnson
Language Arts Consultant
Office of Instruction

Conley Manning
Director, Division of Program Development
Office of Instruction

Lydia Wells Sledge
Director, Unit for Mathematics and Science
Office of Instruction

Scott Trimble
Director, Unit for Testing
Office of Research and Planning

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or handicap.

—printed with state funds—